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ABSTRACT

In spring 1988, a study was conducted of students who participated in college athletics at San Joaquin Delta College (SJDC) between 1983-84 and 1987-88. Data collected on each student athlete included ethnicity, sport, place of residence, initial and current reading level, total grade point average (GPA), GPA in athletics and physical education (PE) courses, GPA excluding these courses, total units completed, and number of units completed excluding PE and athletics. Where possible, the student athletes were compared with the student population as a whole. Major findings of the study, based on information on a total of 798 male athletes and 265 female athletes, included the following: (1) Black students comprised between 12% and 17% of the athletes, but only 5% to 6% of the total student population; (2) Asian students were underrepresented among student athletes; (3) at least 80% of the student athletes came from the SJDC District; (4) 25% of the student athletes who enrolled in 1983 completed an associate degree, and 81% of them completed at least 30 units; (5) the GPA for student athletes averaged between 2.54 and 2.61 over the study period, though without PE and athletic grades their GPA dropped to 2.08 to 2.21; (6) PE and athletic units accounted for 16% to 23% of the athletes' total units; and (7) the athletes' reading assessment scores were comparable to those of SJDC students as a whole. (JMC)

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SAN JOAQUIN DELTA COLLEGE

STUDENT ATHLETE STUDY

January, 1989

San Joaquin Delta College

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by

Merrilee R. Lewis, Dean for General Education

and

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in cooperation with

The Athletic Division Faculty and Computer Services

JC 890 420

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EXECUTIVE SUMMARY

TITLE: San Joaquin Delta College Student Athlete Study
AUTHORS: Merrilee R. Lewis and Ernest Marcopolus
PUBLICATION DATE: January, 1989

Study Question

What are the characteristics of students who participate in the Student Athlete Program in terms of ethnic and gender distribution, units earned, GPA, initial skill level and type of units earned.

Research Methodology

All student athletes who participated in a sport from 1983 through the 1987-88 academic year were included in the study. The following data was collected on each student: Social Security number, sex, ethnicity, sport, whether the student was from within the district, initial reading score, initial reading level, current reading level, whether the student completed an AA Degree or thirty units, total GPA, GPA of athletics and PE courses, GPA excluding athletics and PE courses, total units completed, total PE units, total athletic units and the total number of units, excluding PE and athletics.

Findings

- Black students are well represented in the student athlete population (12% - 17%), whereas they account for five or six percent of the total student population.
- The participation rate for Hispanic and White students is fairly representative of their participation rate in the college, however Asian students do not participate in the Student Athlete Program at the rate that would be expected.
- At least 80% of the students who participate in the Student Athlete Program come from the San Joaquin Community College District.
- Student athletes are earning units at an appropriate rate. For example, 25% of students who enrolled in 1983 completed an AA Degree and 81% of them completed thirty units. For those students who entered in the Fall of 1987, 40% have completed thirty units, but only 3% had an AA Degree.
- The GPA for student athletes averages 2.54 to 2.61 for the years in question. When PE and athletic grades are removed from the GPA, the range is 2.08 to 2.21. Effective Fall, 1985, student athletes were required to maintain a 2.0 GPA in order to participate in their sport. Since 1985, approximately 88% of the students had a 2.0 or better.

- PE and athletic units account for between 16% (1983) and 23% (1987) of the total units. When this is compared to the statewide study on inter-collegiate athletics, between 21% and 30% of the total units were in PE and athletics.
- Student athletes perform in the same way as other students in terms of their initial skill level in reading. Approximately 20% - 25% of the students are at Level I, 20%-25% at Level II and 50% at Level III.
- The participation rate of various ethnic groups were reviewed for both men and women sports. In men's sports, football attracts primarily White and Black students. Basketball has been primarily Black and White athletes, and baseball is predominantly comprised of White and Hispanic athletes. Track attracts Black, White and Hispanic students, and only one Asian student participated. No Black student participated in any of the other sports, while Asian, Hispanic and Filipino students were more likely to participate in the other small sports.
- In women's sports, the participation rate by ethnicity was well distributed in basketball. Volleyball and softball attract primarily the White student. However, track attracts students from Asian, Black and Hispanic backgrounds. In general, men's sports are more likely to include students from diverse ethnic groups, than are women's sports.

Conclusions and Recommendations

Student participation in athletics seems to be helpful to the student in terms of achieving an AA Degree or completing thirty units. Student athletes tend to perform the same as other students in terms of initial reading skills and GPA. The student participation rate in athletics by various ethnic groups does differ from the participation rate in our total student population.

Some student athletes may need additional support in order to help them be successful and maintain the 2.0 GPA which is required for participation in the second year.

San Joaquin Delta College
STUDENT ATHLETE STUDY
January, 1989

Merrilee R. Lewis, Dean for General Education
Ernest Marcopulos, Director of Athletics

INTRODUCTION:

In the Spring of 1988, the Vice President, the Director of Athletics and the Dean for General Education discussed the possibility of a research project on the San Joaquin Delta College student athletes. In particular, we were interested in knowing whether the student athlete completed 30 units successfully, whether they earned an AA Degree, and the demographics of students who participate in sports. As a result of this discussion, a research project was designed in cooperation with Computer Services.

Method: All student athletes who participated from 1983-84 through the1987-88 academic years were included in the study. Only those students who participated in a sport were selected for study, and students were only counted once even though they might have participated in more than one sport. The following data was collected on each student: Social Security number, sex, ethnicity, sport, whether the student was from our district or outside the district, initial reading score, initial reading level, current reading level, whether the student completed an AA or 30 units, total GPA, GPA of athletics and PE courses, GPA excluding athletics and PE courses, total units completed, total PE units, total athletic units, and total number of units excluding PE and athletics. Where possible, the results of the student athletes are compared to college-wide results. It should be noted that student athletes are required to be full-time students and to maintain a 2.0 GPA in order to participate in the sport. If the student participates in the second year, the student must have completed 24 units. Therefore, student athletes are always full-time students in contrast to the general student population, where the average unit load varies between 7 and 9

units. In addition, there are 11 men's sports and there are 7 women's sports, so it should be expected that there would be more men participating in the athletic program than women.

RESEARCH QUESTIONS AND RESPONSES:

What is the ethnic and gender distribution of student athletes?

Data was available on student athletes from 1984-1988, and was compared to college data for the same period (see Table 1). Asian student athletes range from 10% in 1983 to 8% in 1987. While Asians made up 10% of the total student population. However, a review of the participation of Asian students showed that they increased in number from three in 1983 to twenty in 1987.

Black students are well represented in the student athlete population compared to their representation in the total student population. They comprise from 12-15% of the student athlete population and between 5% - 6% of the total student population. It may well be that the opportunity to participate in an athletic program is a strong attraction for Black students and encourages them to stay in school. The participation rate for Caucasian students is generally reflective of their participation in the college with a slight decrease in participation seen from 1984-1988. The participation rate of Hispanic students in the athletic program has varied over the years, but it is fairly representative of their participation rate.

More males participate in athletics than females, since there are more sports available for males. Between 70% - 80% of the students who participate in athletics were male and 20% - 30 % were female. In the general college student population about 48% are male and 52% are female.

How many units do student athletes earn?

When reviewing the data pertinent to this question, it should be remembered that students who participated in 1983 have had the opportunity to earn more units and more opportunity to earn an AA

Degree compared to students who only entered the program in 1987. Since student athletes are full time students, one should expect them to be making fairly rapid academic progress, and the data supports this. For example, for students who enrolled in 1983, 25% of them have earned an AA Degree and 81% of them have completed at least 30 units. This same pattern holds true for the 1984 and 1985 students. For those students who enrolled in 1986, only 6% had earned an AA Degree, but 71% had already achieved 30 units. For those students who entered in the Fall of 1987, only 3% have an AA Degree and 40% have completed 30 units. It seems clear that these students are making progress towards a degree and completing units (see Table 2).

Does San Joaquin Delta College provide an athletic program for students within its district, or are we relying heavily on students from other districts?

All students were identified as being from one of our feeder high schools in the district or from an outside high school. It is very clear that we are providing an athletic program which serves primarily the students in the San Joaquin Delta District. For each year in question, at least 80% of the students came from our district (see Table 2).

How do student athletes compare to other students in terms of GPA?

This question is somewhat difficult to answer because of the difficulty in selecting a comparison population. Student athletes are required to be full-time students and to take at least 12 units for each term that they are participating. Other college students are not always full-time students and the question becomes "do you compare the student athlete to only other full time students, or do you compare them to all students who enrolled in a given year who do not have an AA Degree or above?"

Table 2 displays the GPA units and skill level information for student athletes from 1983 - 1988. The GPA for student athletes is very respectable, ranging from 2.54 up to 2.61. When the PE and athletic

grades are removed from the GPA, the GPA ranges from 2.08 to 2.21. This is very similar to the GPA of other college students.

The athletic faculty suggested that student athletes be compared to other full-time students in the same age range-- those less than 23. Three samples of full-time students were selected: Students assessed in the Fall of 1986, Spring of 1987, and Summer of 1987 who attempted 12 units for at least two consecutive terms. By the end of Spring, 1988, these students had earned an average of 38, 30 and 24 units, respectively. They had also earned average GPA's of 2.42, 2.44 and 2.35. The GPA for the student athlete (2.54 to 2.61) is slightly higher than the non-athlete student (2.35 to 2.44). No attempt was made to identify PE units and corresponding GPA for the non-athlete student.

What percentage of students do not meet the 2.0 GPA requirement?

The Commission on Athletics established the 2.0 GPA requirement, effective Fall of 1985. Therefore, the data was reviewed for 1985, 1986 and 1987 to determine how many students were affected by this 2.0 GPA requirement. Over the three years in question, approximately 88% of the students had a 2.0 or better, and only 12% did not meet the 2.0 GPA requirement. The data for 1985 and 1986 includes students who had been in the program more than one year. Those students had a greater chance to earn more units and it was difficult to assess how many of them would not be eligible for next year's sport. Review of the 1987-88 data showed that approximately 11% of the students did not earn 2.0 after their first year of participation, while 89% were eligible for a second year. In addition, there was no difference by ethnicity in terms of successful versus non-successful students, with one exception--there is a tendency for Black athletes in basketball to be less sucessful than other students. Five of the seven Black athletes in 1986-87 and two of the four in 1985-86, had less than a 2.0 and might not have been eligible for a second season. A review of their initial reading scores was done. Those students were already at the Level II standard upon admission, however, since the numbers are so small, no conclusion could be made from this data.

When the 2.0 GPA data is compared to the statewide study noted in "Report and Recommendations in Intercollegiate Athletes", San Joaquin Delta College students appear to be doing very well. For example, in the statewide study, 23% of the students in football were not eligible for a second season, whereas only 6% of the Delta College football athletes had less than a 2.0.

There may be a need for remediation and counseling for some student athletes who are not performing at a level comparable to other students.

There has been some question about what kinds of units student athletes earn. Are these students primarily taking PE and athletic units, or are they enrolled in other courses?

The number of athletic units for these students range from 2.7 in 1987-88 to 3.49 in 1983-84. Students appear to be participating in about two semesters of a sport, and in each sport the student earns two units. Physical Education units accounted for an average 2.84 in 1987-88 as compared to an average 5.0 units in 1983-84. These students are also participating in other courses besides athletics and PE with an average range of 18.7 non- PE/athletic units for students enrolled in 1987 to 44 units in 1983 students. PE and athletic units account for between 16% (1983) and 23% (1987) of the total units (see Table 2).

In a study by CACC on "Report and Recommendation on Intercollegiate Athletics" there was a section on the type of units that students use to satisfy the transfer requirements. This data reported that student athletes had between 21% and 30% of P.E. and Athletics units that they used to satisfy transfer requirements. Our data suggests that our students are using between 16% and 23% of P.E. and Athletic units toward their 30 units, or their A.A. Degree. Student athletes at San Joaquin Delta College are taking more non-P.E. and non-athletic units, and are participating in more general courses.

How do student athletes compare to other students in terms of initial skill level?

San Joaquin Delta College began a practice of requiring assessment of all new students in the Fall of 1984. In the Fall of 1986 we began requiring students who had poor reading skills to be enrolled in reading if they were taking other courses. A review of the students' records in terms of initial reading score, initial reading level and current reading level shows that student athletes compare favorably to other students (see Table 2). We know from previous research that we could expect about 25% of our student population to be functioning at Level I on the assessment/placement test, about 25% at Level II and about 50% at Level III, with an initial reading level of between II and III. This same pattern holds true for our student athletes. In 1983, 33% of the students were at Level I; by 1987, 19% of the students were at Level I. Their initial average reading level ranged from 2.1 in 1983 to 2.3 in 1987. Their current reading levels range from 2.5 up to 2.78. This indicates that while some of these students are coming in with poor reading skills, they have either been able to challenge the reading test and improve their skills, or to have taken a reading course and improved their skills.

What students participate in particular sports?

The Affirmative Action Plan for San Joaquin Delta College states that "The objective of the student affirmative action plan is to aggressively recruit under-represented students and to provide equal educational opportunity and support for all students" Student participation in a particular program should reflect the college demographics if we have met our goal. The participation rate of various ethnic groups were reviewed for both men and women sports.

In men's sports, the following were reviewed in terms of participation by ethnic group (see Table 3): football; basketball;

baseball; track, and other. "Other" includes sports, such as golf, swimming, water polo, etc.

Football attracts primarily White and Black students, however, Hispanic students tend to participate at a relatively high rate compared to their participation in the total population. There were no Asians participating in football until 1986. In 1987 there were three Asians in the football program. Basketball has primarily Black and White athletes, with the exception of one Hispanic student in 1987 and one American Indian in 1983. Baseball is predominantly White and Hispanic student athletes with an increase in Hispanic participation from one in 1983 to seven in 1987. Track attracts Black, White and Hispanic students, and only one Asian student participated in 1985. When a combination of all the other sports is reviewed, almost no Black students participate in the other sports. This is the group of sports where there are more Asian, Hispanic and Filipino students.

In women's sports, the following areas were reviewed separately: basketball, volleyball, softball and track (see Table 4). Basketball is a small program, but participation rates are fairly well distributed, with approximately half the students being White and the others distributed among ethnic groups, with the exception of 1985 and 1986, when almost all the students were White. In volleyball, there is a history of participation primarily by White students. Over time, an occasional Asian student or Black student has participated. Softball tends to be primarily a sport for the White athlete. In track, however, there is participation by Asian, Black and Hispanic students. And finally, in the other sports, there is participation primarily by the White student.

It appears that the participation by students from diverse ethnic groups is more likely to occur in the men's sports than in the women's sports. In general, women's sports tend to include primarily the White, female athlete. We do not know why this pattern occurs. There may be social and cultural differences that influence the choice of sport by various groups and these differences also occur nationally.

CONCLUSIONS AND RECOMMENDATIONS:

Student participation in athletics seems to be helpful to the student in terms of their achieving an AA or completing 30 units. Since these students are required to be full time students in order to participate in the sport, they are more likely to earn considerable number of units in a fairly short period of time. In addition, the student participation rates in athletics by various ethnic groups differs from the demographics of our student population. It may be possible for the athletic division and the coaches to recruit students of under-represented groups to participate in the sports. Perhaps additional work with the local high schools and elementary schools would encourage students from other ethnic groups to participate in sports.

Since student athletes tend to perform the same as other students in terms of initial reading skills and also tend to have very similar GPA's to other students, it appears as if the student athlete program is functioning well. We are providing the student both an educational opportunity and an athletic opportunity. What the data does not show is how many students were initially interested in the athletic program and then had to drop out of the athletic program.

Overall, the student athlete can be characterized as a successful student and one who is likely to complete at least thirty units of AA degree work.

Reference

Report and Recommendation on California Community College's Intercollegiate Athletes. California Association of Community Colleges. Sacramento, CA April, 1988.

SJDC Affirmative Action Information for Staff and Students, March 1988.

TABLE 1: ETHNICITY AND GENDER OF ATHLETES BY YEAR

		1983-84			1984-85			1985-86			1986-87			1987-88	
ETHNICITY	ATHLETES		COLLEGE	ATHLETES		COLLEGE	ATHLETES		COLLEGE	ATHLETES		COLLEGE	ATHLETES		COLLEGE
	NUMBER	PERCENT		NUMBER	PERCENT	PERCENT	NUMBER	PERCENT	PERCENT	NUMBER	PERCENT	PERCENT	NUIMBER	PERCENT	PERCENT
Amer. Ind.	9	3.77	NOT	2	1.07	1.16	4	2.15	1.82	2	1.02	1.74	1	0.39	1.71
Asian	3	1.26	AVAILABLE	7	3.74	8.83	12	6.45	9.57	17	8.67	10.49	20	7.84	10.36
Black	41	17.15		23	12.30	5.40	25	13.44	6.57	31	15.82	5.67	39	15.29	5.17
White	132	55.23		113	60.43	59.19	108	58.06	59.63	108	55.10	59.82	142	55.69	60.38
Hispanic	33	13.81		27	14.44	12.66	19	10.22	12.73	24	12.24	13.31	36	14.12	13.66
Filipino	3	1.26		7	3.74	3.19	6	3.23	2.81	5	2.55	3.04	6	2.35	3.34
Other	18	7.53		8	4.28	8.71	12	6.45	6.67	9	4.59	5.93	11	4.31	5.19
Total	239			187			186			196			255		
SEX															
Male	182	76.15	N/A	132	70.59	48	135	72.58	50	155	79.08	48	194	76.08	48
Female	57	23.85		55	29.41	52	51	27.41	50	41	20.92	52	61	23.92	52

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TABLE 2: STUDENTS WITH AA, THIRTY UNITS, IN-DISTRICT, GRADE INFORMATION

	1983-84		1984-85		1985-86		1986-87		1987-88	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
STUDENTS	239		187		186		196		255	
AA DEGREE	59	24.69	47	25.13	44	23.66	13	6.63	7	2.75
30 UNITS	194	81.17	142	75.94	143	76.88	140	71.43	100	39.22
IN-DISTRICT	207	86.61	165	88.23	151	81.18	164	83.67	221	86.67

GPA AND SKILL INFORMATION

AVERAGES	GPA	PE/ATH GPA	GPA W/O PE&ATH	UNITS COMP	PE UNITS	ATH UNITS	Percent PE & Ath Units	OTHER UNITS	NUMBER WITH CGP SCORES	READ SCORE	INIT READ LEVEL	CUR READ LEVEL
1983-84	2.54	3.77	2.14	52.81	5.05	3.49	16.17	44.27	60	19.95	2.17	2.6
1984-85	2.54	3.81	2.08	49.37	5.62	3.6	18.67	40.15	87	18.82	2.1	2.67
1985-86	2.59	3.88	2.11	47.85	5.47	3.74	19.24	38.64	130	19.29	2.14	2.78
1986-87	2.64	3.92	2.26	40.33	4.57	3.2	19.27	32.56	162	20.72	2.33	2.71
1987-88	2.61	3.72	2.21	24.28	2.84	2.7	22.82	18.74	133	20.68	2.33	2.51

INITIAL SKILL LEVEL OF ATHLETES, READING SCORES ONLY

LEVELS	1983-84 PERCENT	1984-85 PERCENT	1985-86 PERCENT	1986-87 PERCENT	1987-88 PERCENT
LEVEL I	33	31	31	22	19
LEVEL II	17	28	25	23	29
LEVEL III	50	41	45	55	51
TOTAL	60	87	130	162	133

TABLE 3: ETHNICITY BY SPORT BY YEAR - MEN

FOOTBALL

	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.	2	3.51			3	6.82	1	1.96	1	1.47
Asian							1	1.96	3	4.41
Black	14	25.45	8	21.62	13	29.55	9	17.65	21	30.88
White	27	47.37	18	48.65	22	50	32	62.75	37	54.41
Hispanic	8	14.04	6	16.22	4	9.09	7	13.73	5	7.35
Filipino			2	5.41						
Other	6	10.53	3	8.11	2	4.55	1	1.96	1	1.47
Total	57		37		44		51		68	

BASKETBALL MEN

	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.	1	10								
Asian										
Black	6	60	1	16.67	4	40	7	77.78	3	42.86
White	3	30	5	83.33	5	50	2	22.22	3	42.86
Hispanic									1	14.29
Filipino										
Other					1	10				
Total	10		6		10		9		7	

BASEBALL

	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.			1	6.67						
Asian										
Black	3	16.67	1	6.67	1	5.56			1	5.56
White	14	77.78	9	60	14	77.78	9	75	9	50
Hispanic	1	5.56	4	26.67	2	11.11	3	25	7	38.89
Filipino									1	5.56
Other					1	5.56				
Total	18		15		18		12		18	

TABLE 3: ETHNICITY BY SPORT BY YEAR - MEN

TRACK	MEN									
	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*
Amer.Ind.	1	5.8					1	5.88		
Asian			1	8.33						
Black	5	29.41	7	58.33	1	10	6	35.29	9	40.91
White	7	41.18	4	33.33	7	70	7	41.18	9	40.91
Hispanic	2	11.76			2	20	3	17.65	4	18.18
Filipino										
Other	2	11.76								
Total	17		12		10		17		22	

OTHER	COMBINED									
	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*	*NUMBER*	*PERCENT*
Amer. Ind.	1	1.25	1	1.61	1	1.89				
Asian	2	2.5	1	1.61	7	13.21	15	22.73	12	15.58
Black	2	2.5			3	5.66	2	3.03	1	1.3
White	50	62.5	41	66.13	27	50.94	35	53.03	42	54.55
Hispanic	19	23.75	14	22.58	4	7.55	7	10.61	16	20.78
Filipino	1	1.25	2	3.23	5	9.43	2	3.03	6	7.79
Other	2	6.25	3	4.84	6	11.32	5	7.58		
Total	80		62		53		66		77	
Grand Total	182		132		135		155		194	

TABLE 4: ETHNICITY BY SPORT BY YEAR - WOMEN

BASKETBALL WOMEN

	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.	1	8.33								
Asian			1	14.29					1	12.5
Black	4	33.33	1	14.29					2	25
White	4	33.33	4	57.14	6	85.71	5	100	4	50
Hispanic			1	14.29	1	14.29			1	12.5
Filipino	1	8.33								
Other	2	16.67								
Total	12		7		7		5		8	

VOLLEYBALL

	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.										
Asian			1	14.29	1	25	1	16.67	1	8.33
Black							2	33.33		
White	5	71.43	6	85.71	2	50	2	33.33	11	91.67
Hispanic							1	16.67		
Filipino										
Other	2	28.57			1	25				
Total	7		7		4		6		12	

SOFTBALL

	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.										
Asian										
Black	2	20	1	10	1	9.09				
White	3	30	8	80	6	54.55	3	42.86	5	100
Hispanic	3	30			3	27.27	1	14.29		
Filipino	1	10	1	10			2	28.57		
Other	1	10			1	9.09	1	14.29		
Total	10		10		11		7		5	

TABLE 4: ETHNICITY BY SPORT BY YEAR - WOMEN

TRACK	WOMEN									
	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.										
Asian			1	8.33					2	14.29
Black	5	62.5	4	33.33	2	33.33	5	50	2	14.29
White	3	37.5	6	50	3	50	3	30	8	57.14
Hispanic				8.33	1	16.67	1	10	2	14.29
Filipino			1							
Other							1	10		
Total	8		12		6		10		14	

OTHER	COMBINED									
	1983-84		1984-85		1985-86		1986-87		1987-88	
ETHNICITY	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
Amer. Ind.	3	15								
Asian	1	5	2	11.11	4	17.39			1	5.56
Black										
White	16	80	12	66.67	16	69.57	10	76.92	14	77.78
Hispanic			2	11.11	2	8.7	1	7.69		
Filipino			1	5.56	1	4.35	1	7.69	3	16.67
Other			1	5.56			1	7.69		
Total	20		18		23		13		18	
Grand Total	57		55		51		41		61	

Ethnic Distribution of Student Athletes for 1983-84 Through 1987-88

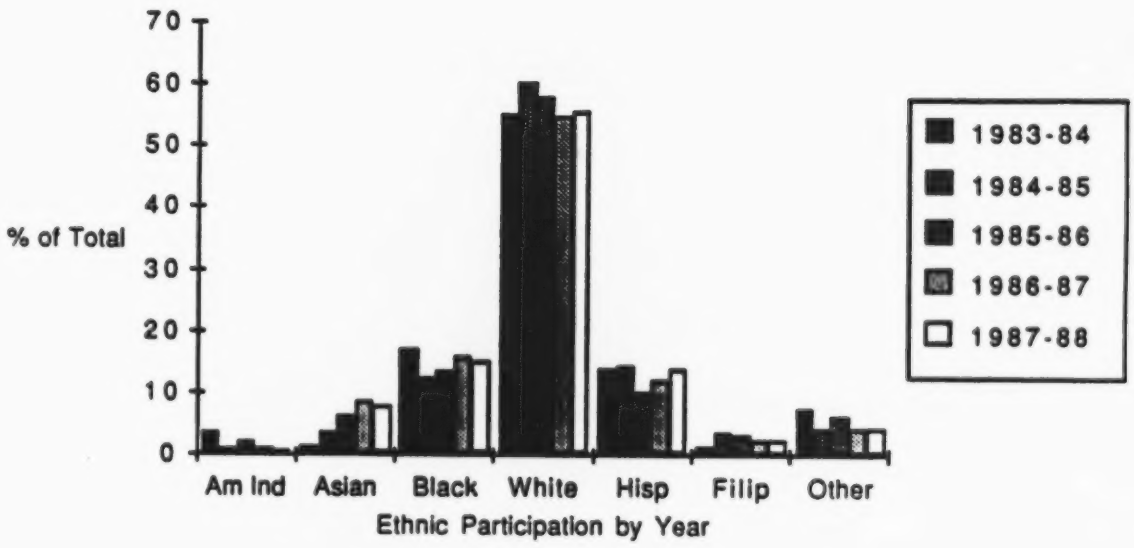


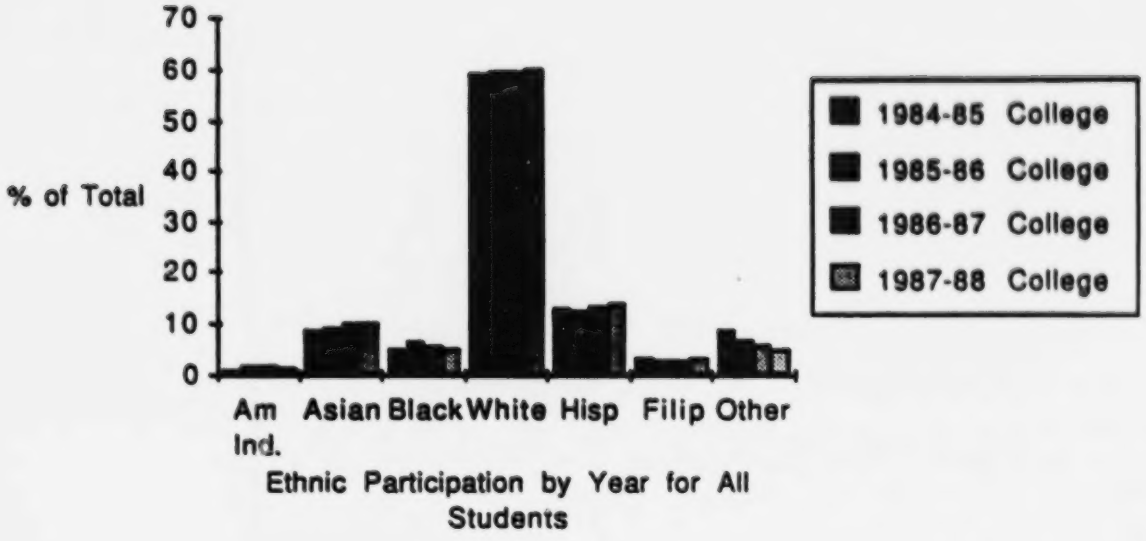
Figure 1

Gender Distribution of Student Athletes for 1983-84 Through 1987-88

Gender Participation by Year

Figure 2

Ethnic Distribution of All Students for 1984-85 Through 1987-88



Ethnic Participation by Year for All Students

Figure 3

Ethnic Distribution of Football Athletes for 1983-84 Through 1987-88

Ethnic Participation by Year for Football

Figure 4

Ethnic Distribution of Basketball Athletes for 1983-84 Through 1987-88

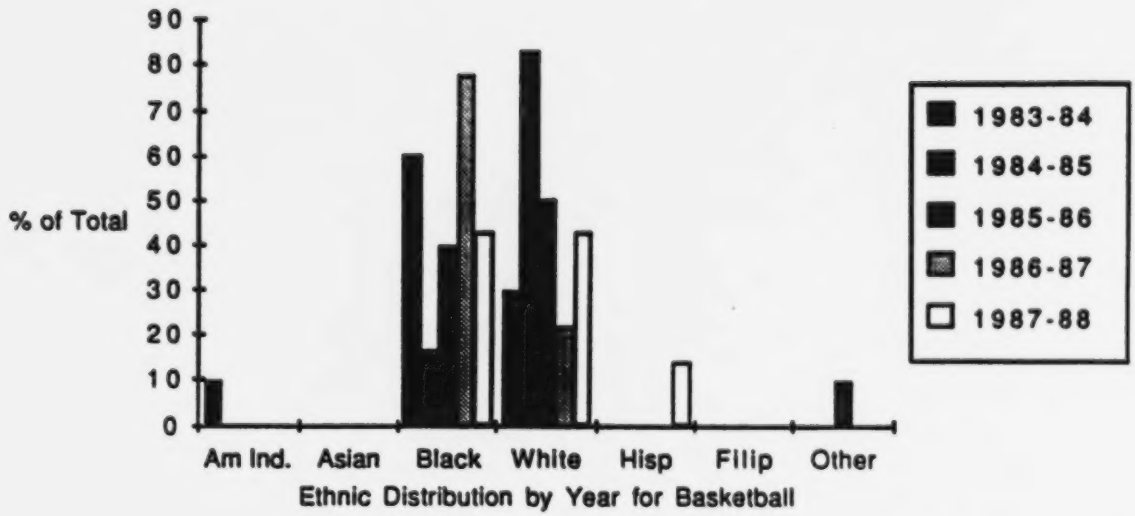


Figure 5

Ethnic Distribution of Baseball Athletes for 1983-84 Through 1987-88

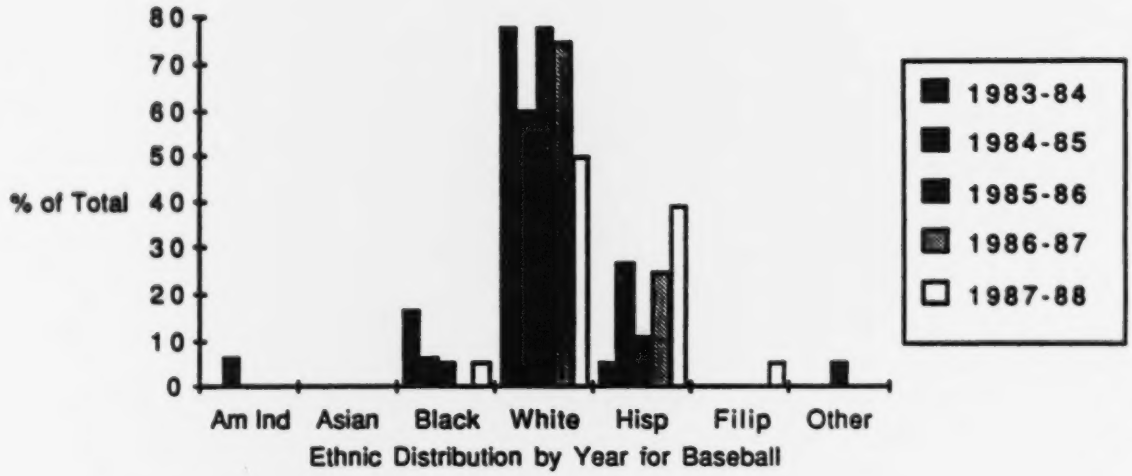


Figure 6

Ethnic Distribution of Track Athletes for 1983-84 Through 1987-88

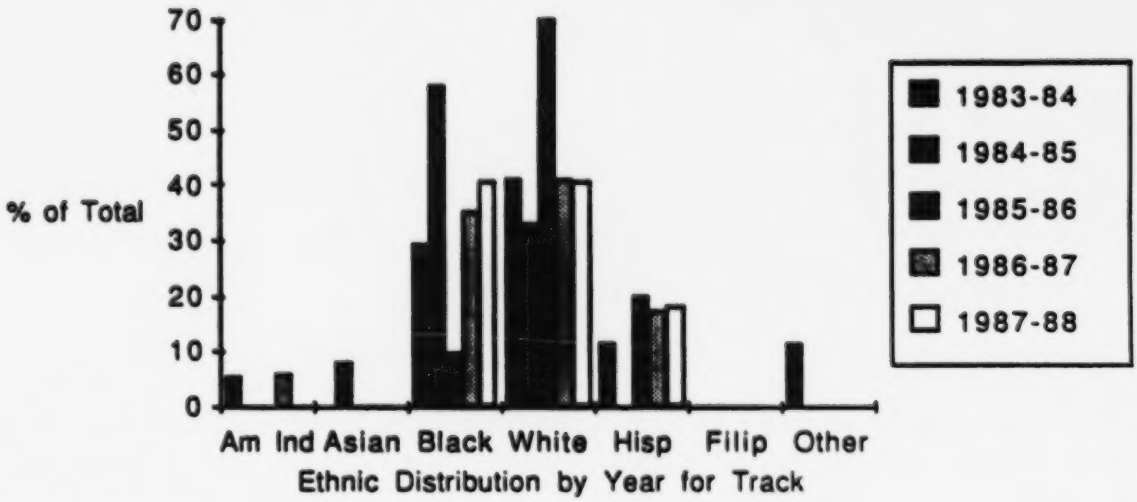


Figure 7

Ethnic Distribution of All Other Male Athletes for 1983-84 Through 1987-88

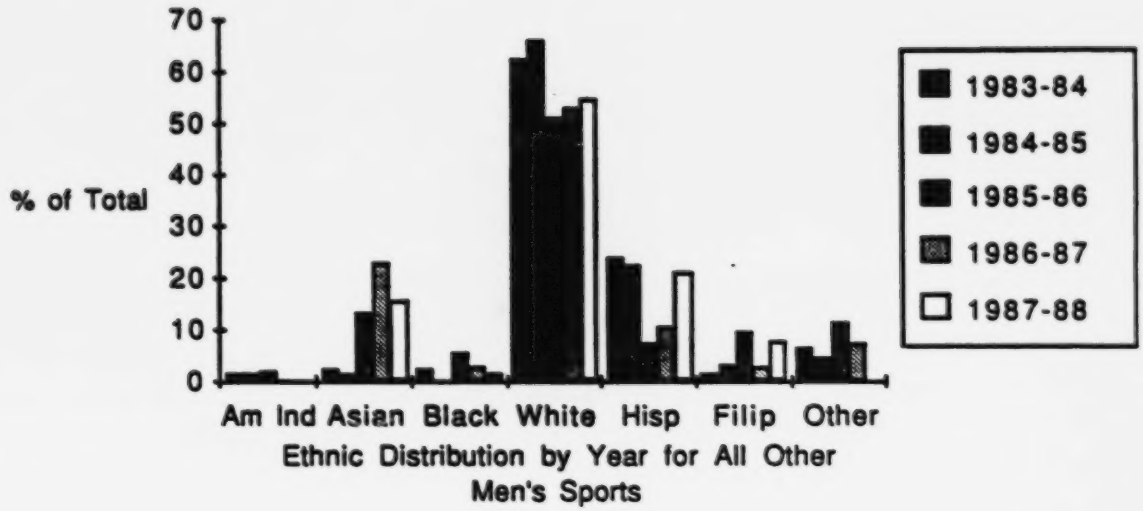


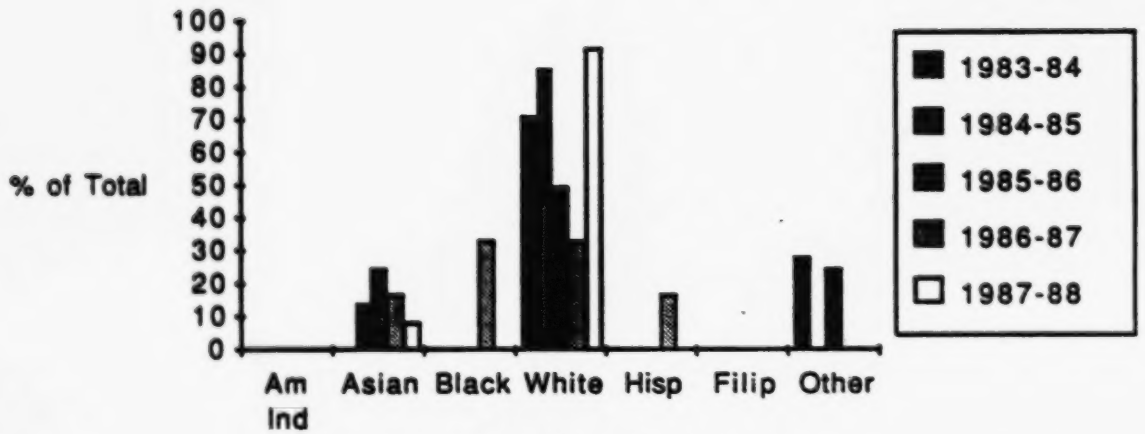
Figure 8

Ethnic Distribution of Women's Basketball for 1983-84 Through 1987-88

Ethnic Participation by Year for Women's Basketball

Figure 9

Ethnic Distribution of Volleyball Athletes for 1983-84 Through 1987-88



Ethnic Participation by Year for Volleyball

Figure10

Ethnic Distribution of Softball Athletes for 1983-84 Through 1987-88

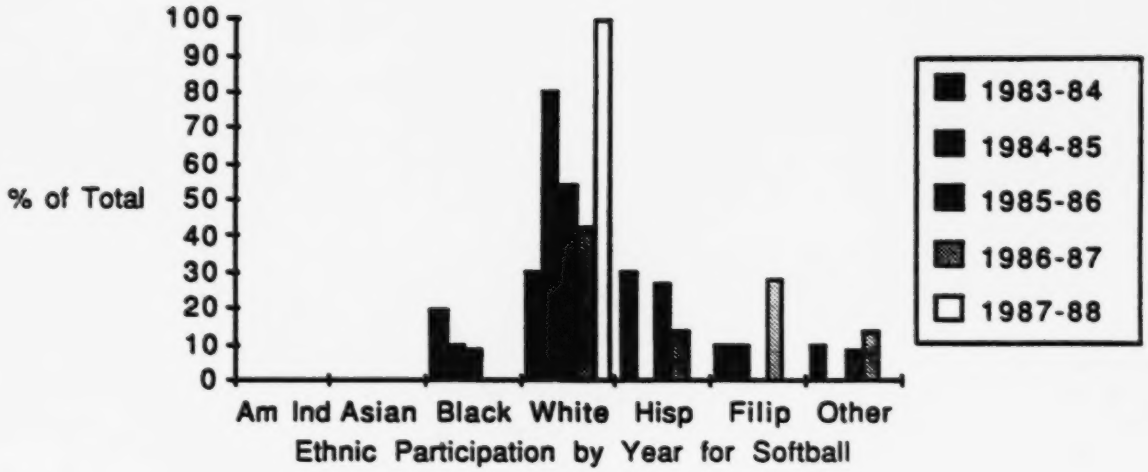


Figure 11

Ethnic Distribution of Women's Track for 1983-84 Through 1987-88

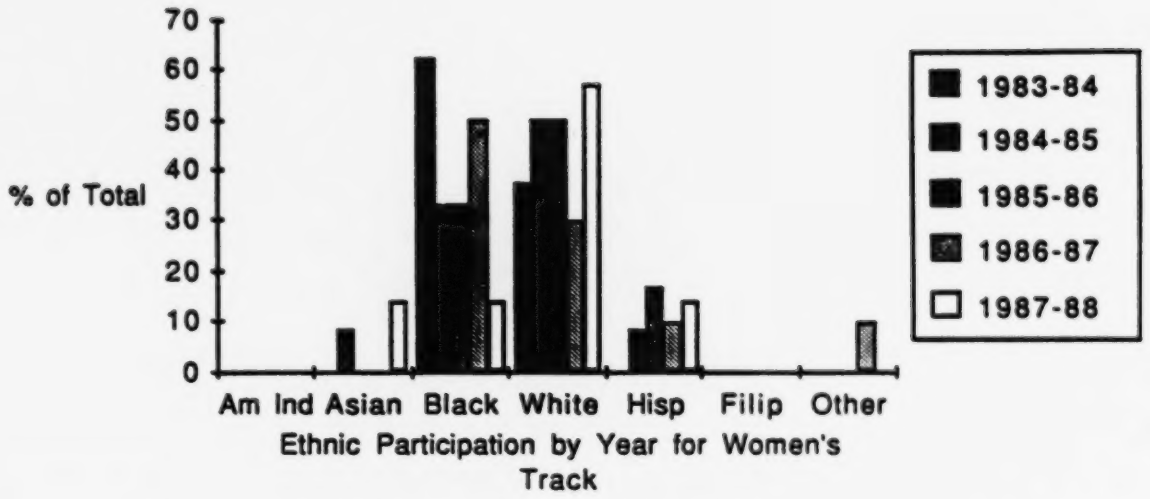


Figure 12

Ethnic Distribution of All Other Women Athletes for 1983-84 Through 1987-88

Figure 13

ERIC Clearinghouse for Junior Colleges
DEC 0 1 1990